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A message from the Middle School Learning Leader

Dear Year 7 - 10 Students and Parents/Caregivers,

We welcome you to the Concordia College Middle School. As you embark on your transition into high school, the ability to experience a holistic and broad range of studies is crucial for your development as a life-long learner. Through the International Baccalaureate Middle Years Programme (MYP) you will be able to develop a breadth of skills across and within a range of subject disciplines. The interconnected nature of the curriculum offerings will allow you to embody the Learner Profile, becoming knowledgeable, caring, principled, balanced, open-minded, thinkers, communicators, reflective, inquirers and risk-takers (courageous) of your learning.

The aim of this resource is to provide key information in relation to the curriculum offerings and elective choices in the MYP. You will also find information regarding the Personal Project, the culminating project that showcases student growth and learning in an independent task and the Exploring Identities & Futures, the first SACE subject for year 10 students to begin their transition into Senior School.

You can also contact the following key teachers if you have any further questions:

The Arts

Art:	Ms Jane Robson
Drama:	Mr Aldo Longobardi
Music:	Ms Lee Pf tzn er

Design

Design, Technology & Engineering:	Mr Shane Beitz
Food Design:	Ms Hannah Rosie
Media:	Ms Chrissie File
Digital Technologies:	Mr Matthew Smart

We look forward to working closely with all our students and their families within the MYP, providing students a robust and holistic curriculum that allows for understanding of where strengths and passions may lie for their aspirations beyond school.

Mrs Emily Borowicki

Middle School Learning Leader

MYP Subject Handbook 2024

M Y a P a F a w

The IB MYP is the curriculum framework studied by students from Year 7 – 10

Learning Areas	Year 7	Year 8	Year 9	Year 10
Arts & Design	Arts' Trimester Rotatio	EMC 65 Tm(L)1- O 4 d(')60 (A.5 75t)	-19.6 Visu	EMC 65 Tm(L)1- O 4 d(')60 (A.5 75t)

M Y a P a C P a

The template planner below is designed to assist students to understand the requirements for each learning area across Year 7-10. The subjects available to MYP students can be found under the relevant Learning Area sections in this handbook.

Y a 7 & 8 C P a

Y a 10 C P a

SUBJECT	NUMBER OF SEMESTERS
English	2
Mathematics	2
Christian Studies	2
Sciences	2
Humanities	2
Physical Education	2
Language Acquisition	2
Arts	3 Trimesters
Design	3 Trimesters

Y a 9 C P a

SUBJECT	NUMBER OF SEMESTERS
English	2
Mathematics	2
Christian Studies	2
Sciences	2
Humanities	2
Physical Education	2
Language Acquisition	2
Arts	1 (compulsory)
Design	1 (compulsory)
Art or Design Elective choice 1	1
Art or Design Elective choice 2	1

C a S

Overview

Christian Studies at Concordia College supports the educational approach of the Lutheran Education Australia’s Christian Studies Curriculum Framework (CSCF) which “presents students with a Christian worldview and a pathway for making meaning in their lives”.

The subject does not assume that teachers and students will share a common set of beliefs, and aims to help students develop respect for each other through genuine, open dialogue.

Students explore a range of religious and non-religious perspectives as they explore the source of their own beliefs and values and how these can influence individuals and societies more broadly.

It provides opportunities for students to express faith, but does not overtly or covertly put pressure on them to do so. It is accessible and inclusive for all students, regardless of their beliefs, experiences, background, needs and skills.

Aims

Through the study of Christian Studies students will learn to:

- + understand and appreciate the Christian worldview through an exploration of biblical text and Christian literature
- + understand how other religious, philosophical and spiritual beliefs also shape people’s lives and worldviews
- + become articulate, empathic and discerning members of their community
- + participate in informed, open, respectful dialogue with people whose religious, philosophical and ethical views are different from their own

Year 7	
Bible Basics	By the end of this unit students will know what the Bible is, and be able to navigate and reference it appropriately.
The Magicians Nephew	By the end of this unit students will know how authors have used fiction to communicate biblical themes such as good, evil and creation, and be able to draw connections between The Magician’s Nephew and biblical texts.
Lutheran Basics	By the end of this unit students will understand how Lutherans came to Australia and be able to explain how this Lutheran heritage influences their educational experiences today.
Image of God	By the end of this unit students will know how the bible provides a definition of human worth and explain how this principle relates to civic life today.
Year 8	
Gospel of Matthew	By the end of this unit students will understand how biblical texts identify Jesus as the Messiah and be able to explain what this means for individuals and societies in different times and cultures.
The Lion the Witch and the Wardrobe	By the end of this unit students will know how authors have used fiction to communicate biblical themes such as sacrifice and redemption and be able

Year 9	
Following	By the end of this unit students will know how the experience of persecuted Christians relates to the experience of the first Christians (disciples) and explain the significance of this connection.
Wisdom	By the end of this unit students will know what the biblical basis is for making wise decisions and offer advice to a target audience through a relevant medium.
Respect	By the end of this unit students will know what the biblical basis is for respectful relationships and be able to explain this in a contemporary context.
Empathy	By the end of this unit students will know what the biblical basis for empathy is and explain how this impacts relationships at an individual, local and/or international level.
Year 10	
Worship	By the end of this unit students will know what worship is from a Lutheran perspective and be able to explain how this impacts individuals and societies.
Worship Lifestyle	By the end of this unit students will know that worship from a Christian perspective, is about a transformed life, and not just a Sunday gathering and identify evidence of this in personal stories/biographies.
The Reformation	By the end of this unit students will know what occurred during the Reformation and be able to explain its impact on individuals, society and culture.
The Good, the Bad and the Ethical	By the end of this unit students will know what ethics are and be able to discuss different biblical and social viewpoints.

Assessment procedures in Christian Studies are consistent with those used in the International Baccalaureate Middle Years Programme. Note that not all assessment criteria are necessarily addressed in every task or assessment period.

MYP ARTS

In MYP arts, students function as artists as well as learners of the arts. Artists have to be curious. By developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem-solvers.

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A D a a

Overview

Year 9 and 10 Drama Course Outline

In Year 9, students choose to engage in a one or two semester program of Drama. In Year 10, students engage in a full year of study of Drama. Across both years, students experience units of study that explore dramatic forms, performance styles and historic, cultural and social contexts in an experiential, collaborative and creative way.

In Year 9 and 10 Drama, students link classroom learning to real world industry experience. There is a deliberate focus on the student as artist and ongoing engagement with professional live theatre and workshops facilitated by professional artists from companies such as SAYArts, Slingsby, Windmill Theatre Company and The State Theatre Company.

Aims

In Year 9 and 10 Drama, students:

- + refine and extend their understanding of the elements of drama
- + develop confidence and self esteem
- + draw on drama from a range of cultures, times and locations as they experience drama
- + explore meaning and interpretation, forms and elements, and social, cultural and historical influences of drama as they make and respond to drama
- + evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform
- + build on their understanding of the roles of artists and audiences as they engage with more diverse performances
- + understand the contemporary and historical influence of Drama and how it helps us to understand our place in society

Units Of Study

Units of Study develop sequentially from Years 7 to 10 and explore the artform of drama using historic and contemporary lenses. MYP Key Concepts, Related Concepts and Global Contexts are experienced by students in relation to inquiry questions. As Drama involves a deeply collaborative learning process, BDC (tr)2295 (2qcsB

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A M a

Overview

Media Studies offers students the ability to develop both their technical and creative skills, with around 70% of the learning designed to give learners hands-on practical experience. Students will work collaboratively and independently, across a range of disciplines, to better understand how Media can be used to promote products and places and inform and entertain audiences.

Media supports students to develop their knowledge, understanding and practical skills to ensure that, individually and collaboratively they:

- + can participate in, experiment with and interpret the media-rich culture and communications practices that surround them
- + can think creatively and critically, to explore perspectives in Media - as both producers and consumers
- + develop a sense of curiosity and discovery as they explore imagery, text and sound to express ideas, concepts and stories for different audiences
- + develop knowledge and understanding of their active participation in existing and evolving local and global Media cultures
- + develop practical skills in working with a range of industry-standard Media technologies and software
- + develop an awareness of Media associated environmental & social issues

Year 10	
Unit 1: Advertising	<ul style="list-style-type: none"> + Students understand the pre-planning and process-requirements of filmmaking e.g. storyboarding, shot-lists etc + They develop basic practical skills linked to camera functions/techniques and editing + Students explore a variety of advertising techniques to understand what makes an advert memorable/successful, before working collaboratively to produce their own + Students evaluate their product and personal contribution to the project
Unit 2: Documentary	<ul style="list-style-type: none"> + Students examine the history of documentaries and analyse a range of examples to inform their own planning + Students further develop their practical camera/audio and editing skills + Students work collaboratively and liaise with external companies/individuals, to create a short documentary film + Students evaluate their product and reflect upon what they have learnt
Unit 3: Television Studio Production	<ul style="list-style-type: none"> + Alongside creating an appropriate title sequence, students research, plan and produce a television program about a topic of their choosing. + Students develop skills and understanding in television studio roles, equipment and production processes
Unit 4: Photography	<ul style="list-style-type: none"> + Students learn about different photographic techniques/functions of the camera, and how to digitally manipulate images using both Lightroom and Photoshop + Students will learn how to effectively photograph a range of subjects and genres including: food, products, portraits, nature and architecture – to create a personal 'Zine' that showcases their work. Learners will also have the opportunity to formally display their final images in an exhibition.

MYP Subject Handbook 2024



Year 7 & 8	
<p>General Music</p> <p>13 Week (tri-mester) duration</p>	<p>The Year 7 & 8 General Music course is an introductory one which enables students with a variety of musical experience to develop their skills.</p> <p>APPLIED MUSIC – 2 modules per week</p> <p>An integrated topic covering areas of study including, but not restricted to; music literacy and aural skills development, critical listening, drum kit playing, tuned percussion, music creation (composition), digital music creation.</p> <p>Students who have had previous theory and /or instrumental experience are accelerated to an appropriate level.</p> <p>PERFORMANCE – 2 modules per week</p> <p>All Year 7 & 8 Music students are offered class ensemble electives (including voice) depending on their previous musical experience and area of interest.</p> <p>These electives are:</p> <ul style="list-style-type: none"> + Class instrumental ensemble (may include vocalists) + Basic guitar, percussion or keyboard ensemble <p>Students who study an instrument are encouraged to join one of the many instrumental groups at Concordia. All Year 7 & 8 students are encouraged to join the Year 7/8 Choir and/or Jazz Choir program.</p>
<p>Special Interest Music</p> <p>Year 7 – Full year course</p> <p>Year 8 – Full year course</p>	<p>The course is made up of two areas of study.</p> <p>APPLIED MUSIC</p> <p>This is an integrated topic covering areas of study including: music literacy, aural skill development, music analysis, music technology, composition and basic arranging.</p> <p>Units include Gamelan Orchestra, African Drumming, Class Ensemble and song writing. Students study theory at a level appropriate to their current knowledge.</p> <p>PERFORMANCE</p> <p>Students present a solo performance on their instrument of study (or voice) at the end of each semester. It is a requirement that students involved in the Special Interest Music course are undertaking regular individual lessons on their instrument with a specialist instrumental tutor.</p>

MYP Subject Handbook 2024

Year 9 & 10	
Music Explorations Year 9 – Full year course Year 10 – Full year course	APPLIED MUSIC

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A V a A

Overview

Visual Arts exercise our creative, intuitive faculties that offer a distinctive way of learning where seeing, feeling, thinking and creating are combined in a powerful form of visual communication. Students have opportunities to research, identify and discuss issues, to provide insights, opinions, solutions and resolutions; and to reflect on, appreciate and evaluate art works. The arts are a powerful medium for the exploration of the human condition, our society and our world.

Aims

The aims in Visual Arts are to enable students to:

- + experience and develop curiosity, interest and enjoyment in their own creativity and that of others
- + explore the processes of Visual Arts
- + acquire and develop skills needed for the creation of art work
- + use the language, concepts and principles of Visual Arts
- + communicate their ideas through Visual Arts
- + create art work
- + reflect on, appreciate and evaluate their work and the work of others
- + develop receptiveness to art forms across time, place and cultures, and perceive the significance of

D F D

Food Design provides students with the opportunity to combine their flair and creativity with technical skills and practical knowledge when preparing and presenting food. Food Design is a vibrant, hands-on subject where students develop vital life-skills and an invaluable understanding of healthy food and quality nutrition. Our goal is to provide a supportive environment where students develop confidence in the kitchen and a life-long love of “all things food”.

A key focus of Food Design is fostering the understanding of how to apply the MYP’s Design Cycle to healthy eating and product development. Students are encouraged to follow their passions and develop creative solutions to a variety of challenges involving food.

The Middle Years Food Design course leads seamlessly into Food and Hospitality in Years 11 and 12 and Concordia College is proud to offer this proven pathway from MYP Food Design into SACE Stage 1 and 2.

Aims

The aims of MYP Food Design are to:

- + develop the capacity to make decisions, solve problems and develop critical and creative responses to practical concerns of individuals, families and communities.
- + develop the knowledge to make healthy choices about food and nutrition and explore the range of influences on these choices.
- + build the skills to access and assess nutritional information that can support healthy choices.
- + learn how to apply knowledge of the characteristics and scientific and sensory principles of food, along with nutrition principles to food selection and preparation. This is done through the design and

Year 9	
Semester	
Street Food	Students explore the exciting world of Asian street foods. Students are then challenged to assume the role of a street food vendor and develop and create their own product for sale.
Eating for Peak Performance	Students learn about nutrition and how to fuel their bodies for optimum outcomes. Also in this unit, students learn how to prepare meals for the Year 9 camp.
Who Needs UberEATS?	Students design and create a meal that would be suitable for sale on the UberEATS platform. Students investigate the impact of food delivery platforms on current eating patterns.
Celebrating around the world	Students investigate celebration foods from around the world and then design, plan and create a product or meal suitable for a celebration or gift.
Year 10	
Semester	As trends change in the Food and Hospitality industry, so too do the topics we teach at Year 10. Below are examples of some of the topics we cover:
Nutrition and Lifestyle	<p>Students investigate the relationship between food choices and health with a focus on preventing diet-related illnesses. They then develop and create a healthy meal suitable for their own specific nutritional needs.</p> <p>Practicals: Students will build a repertoire of fresh, nutritionally balanced meals they can create now and in the future.</p>
Tasting Italy	<p>Students investigate the rich and diverse food culture of Italy and its influence on contemporary eating patterns. Students develop and create a dish that captures the essence of Italian cooking.</p> <p>Students will learn how to make pizza, pasta, gnocchi and other Italian dishes from scratch.</p>
Fabulous Foodies	<p>Students explore how passionate “foodies” inspire and entertain us with their culinary creations. Students will create and style a dish inspired by leaders in the food world including Maggie Beer, Jamie Oliver and Donna Hay.</p> <p>Practicals: Students make the signature dishes of a range of influential chefs and foodies.</p>
Café Culture	<p>Students engage with the vibrant and dynamic café culture in Adelaide through excursions and practical experiences. Students will then work collaboratively to create their own café concept and menu items.</p> <p>Barista skills will be taught as part of this unit as well as the creation of a range of on-trend café meals.</p>
Trending Tables	Students investigate the impact of social media on the food and hospitality industry and then work in groups to create an #instaworthy cafe or restaurant concept
Foods of France	Students are asked to explore and implement the skills and techniques of one of the great culinary nations, then work collaboratively to prepare a French Bistro meal.

D D ,T & E

Overview

Year 9	
Bluetooth Speaker (Semester 1)	<ul style="list-style-type: none"> + Students investigate, develop ideas, create and evaluate a Bluetooth speaker. The project is to be completed in accordance with specifications provided, however innovation and creativity is encouraged within the design brief + Construction of the speaker involves laser cutting panels and front fascia, 3D printing a handle and building the electronic circuitry to enable correct function from a Bluetooth device
Footstool (Semester 2)	<ul style="list-style-type: none"> + Students are introduced to simple framing construction techniques + The major practical project involves the designing and construction of a small footstool and incorporates the use of laser etching to enhance project design
Year 10	
Storage Solution (Semester)	<ul style="list-style-type: none"> + Students investigate, develop ideas, create and evaluate a timber storage solution that can be used for a specific purpose + This unit involves cabinet making skills and finishing techniques + Use of the laser cutter, 3d printer and electronics is an optional part of the manufacturing process
Metal Art (Semester)	<ul style="list-style-type: none"> + Students work within guidelines to develop a design brief that will be used to create a Metal Art product of their own design + Metal fabrication and gas welding processes will be the main focus of practical work

STEM (Science, Technology, Engineering & Mathematics)

Overview

STEM education at Concordia College aims to engage students in real-world, rigorous and relevant STEM-related learning experiences that combine concepts from two or more of the STEM-related disciplines. STEM learning experiences and subjects, seek to increase student interest and experience in STEM-related fields and improve students' problem solving and critical analysis skills.

The Year 10 STEM course also integrates key elements of Digital Technologies skills and knowledge.

Year 10	
Aerodynamics and Flight (Semester)	+ Students investigate, develop ideas, create and evaluate a balsa wood model glider to improve performance + This unit involves buoyancy, Bernoulli's principle, the lift and drag equations, fixed wing design and model craft performance + Students investigate, develop ideas, create and evaluate a water powered rocket
Rocketry (Semester)	+ Students use the scientific method to investigate some of the factors that affect rocket flight, they select materials and further develop 3D printing and laser cutting skills

D a T

Overview

Digital Technologies supports students to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, they can:

- + design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- + use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation to create digital solutions
- + confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- + apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences
- + apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments.

Year 7 & 8	
Year 7 (Trimester) Scratch (Blockly Coding) Game Development	In Year 7 & 8 Digital Technologies, students: <ul style="list-style-type: none"> + Investigate how data is transmitted and secured in wired, wireless and mobile networks + Learn about binary code and how this is used in digital systems to represent text, images and audio + Develop problem solving skills by breaking down larger problems that take into account various constraints + Develop a range of fundamental coding skills and understanding + Explore robotic technologies
Year 8 (Trimester) Python (Scripting) Application Development	
Year 9 (Semester)	
Web Application Development (HTML, CSS, JavaScript)	In Year 9 Digital Technologies students: <ul style="list-style-type: none"> + Explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. + Explain simple data compression, and why content data are separated from presentation. + Plan and manage digital projects using an iterative design approach. + Learn about web technology frameworks including HTML, CSS and JavaScript. + Test and evaluate their solutions in terms of risk, sustainability and potential for innovation and enterprise. + Develop a single page application project in JavaScript to solve a problem of interest to them.

Year 10	
<p>Animation and Game Development (Semester)</p>	<p>In Year 10 Digital Technologies students:</p> <ul style="list-style-type: none"> + Define and decompose complex problems in terms of functional and non-functional requirements. + Plan and manage digital projects using an iterative design approach. + Collaborate with peers on joint projects. + Learn about object-oriented programming and modular algorithm design. + Evaluate the effectiveness of their digital solutions from a functional and sustainable perspective.
<p>Data Analytics Programming and Electronics (Semester)</p>	<ul style="list-style-type: none"> + Explore animation game design developing a digital solution project using a range of modern frameworks in JavaScript or other languages of their choice. (Semester) + Use a range of hardware and electronics to collect live data and organise into meaningful output through dynamic web interfaces including graphs and tables of their choice. (Semester)

I a a S

The Individuals and Societies subjects covered at Concordia College (under the Humanities banner), are Geography and History. The curriculum is in line with both the Australian Curriculum and the MYP.

Overview

	History	Geography
Year 9	The Year 9 History curriculum provides a study of the history of the making of the modern world from 1750 to 1918.	

La a a L a :E

Overview

The study of Language and Literature has a double role to play.

- + It provides the basic tools of communication by enabling efficient learning of all subjects within the school, developing social contacts and encouraging self-expression.
- + It provides the study of a broad variety of forms of expression through language by: fulfilling cultural and intercultural roles; influencing the personal, moral and spiritual development of the student through literature; and deepening the student's understanding of human nature and values.

Aims

Speaking, writing, responding

MYP Subject Handbook 2024

- + offer insight into the cultural characteristics of the communities where the language is spoken
- + encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- + foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

Units of Learning in German

Year 7 (& Year 8) Phase 1	Year 8 Phase 2	Year 9 Phase 3	Year 10 Phase 4
<ul style="list-style-type: none"> + meeting people + German-speaking countries + introducing self + numbers + colours + family + pets and animals + school and classroom + celebrations and elective themes + free time and hobbies 	<ul style="list-style-type: none"> + my region + food and health + my city + fashion and shopping 	<ul style="list-style-type: none"> + you, your family and friends + daily routine + festivals and celebrations + the media + hobbies and weather + migration (German settlement in SA: Hahndorf) 	<ul style="list-style-type: none"> + where and how I live + the environment (environmental problems and solutions) + tourism in Germany (focus on Duesseldorf and Berlin) + school and future aspirations + problems young people face

Chinese Curriculum

Studying Chinese at Concordia is an intercultural approach to language learning and teaching. The language is taught within cultural contexts. Students are encouraged to use the language in everyday situations. A variety of Chinese language texts are reviewed with the language learned to apply to students' own contexts.

They learn about the Chinese language in a wide range of authentic applications which reflect the Chinese culture as it is today. The teaching is designed to develop their listening, speaking, reading and writing skills. Students are encouraged to develop the skills necessary to become independent learners. Units of learning in Year 8 are *School Subjects & Timetables*, *Daily Routines & Hobbies*, *Chinese Foods & Drinks* and *Personal Taste & Preferences of Foods*. Units of learning beyond Year 8 are presently being developed.

The benefits of studying Chinese puts students in good stead as future leaders.

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Overview

MYP mathematics aims to give students an appreciation of the usefulness, power and beauty of the subject. The language of mathematics enables people to model events and situations and provides a key to understanding the world in which we live. A study of mathematics also provides the opportunity to study the language of mathematics for its own sake.

With the rapid pace of technological development, it is difficult to foresee the mathematical knowledge that students will need during their lifetime. Therefore, it is essential that students are equipped with a solid base of mathematical knowledge, related skills and attitudes to enable them to adapt as their needs arise.

Aims

The aims of MYP mathematics state in a general way what the teacher may expect to teach or do and what the student may expect to experience or learn.

The aims of teaching and learning mathematics are to encourage and enable students to:

- + recognize that mathematics permeates the world around us
- + appreciate the usefulness, power and beauty of mathematics
- + enjoy mathematics and develop patience and persistence when solving problems
- + understand and be able to use the language, symbols and notation of mathematics
- + develop mathematical curiosity and use inductive and deductive reasoning when solving problems
- + become confident in using mathematics to analyse and solve problems both in school and in real-life situations
- + develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- + develop abstract, logical and critical thinking and the ability to reflect critically upon their work and the work of others
- + develop a critical appreciation of the use of information and communication technology in mathematics
- + appreciate the international dimension of mathematics and its multicultural and historical perspectives.

Assessment tasks in Mathematics

A variety of assessment tasks are used, such as projects, investigations (directed and open-ended), oral presentations, class tests and examinations.

MYP Subject Handbook 2024

From 2023, in Year 10 students will choose their course for Semester 2 and study a range of topics from the following areas of the Year 10 Mathematics curriculum

Year 10	
Number	<p>Real numbers: whole numbers, fractions, decimals, percentages, ratios, scale diagrams, maps, rational and irrational numbers (ext), surds and fractional indices, laws of logarithms (ext)</p> <p>Money and financial mathematics: money, simple & compound interest, profit & loss, earning & spending, compound interest using digital technologies</p>
Algebra	<p>Patterns and algebra: substitute values into formulas, factorising algebraic expressions, simplify algebraic products and quotients, simple algebraic fractions, expanding binomial products, factorising monic quadratic expressions, substitute values into formulas</p> <p>Linear and non-linear relationships: reading and interpreting graphs, solving linear equations, linear inequalities, simultaneous equations, problems involving parallel and perpendicular lines, simple algebraic fractions, simple quadratic equations</p>
Geometry and Trigonometry	<p>Using units of measurement: units of measurement, measuring devices, scale and ratio, time and rates, perimeter and area, volume and capacity, surface area and volume of prisms, cylinders and composite solids</p> <p>Geometric reasoning: proofs involving congruent triangles and angle properties, applying logical reasoning to proofs</p> <p>Pythagoras and trigonometry: solving right-angled triangle problems, angles of elevation and depression</p>
Statistics and Probability	

P a a H a E a

Overview

Physical Education in Years 7, 8 and 9 at Concordia College, is an activity-based program designed to educate toward good life habits. A variety of sports and activities is included to provide a broad range of coordination and skill development. Within the practical component, there is also an emphasis on integrating basic understandings in relation to physiological, biomechanical and skill learning concepts that are relevant to practical performance. At Year 10 the practical emphasis is geared towards lifestyle and social sports and activities with more lesson time given to developing theoretical and physiological knowledge in preparation for Senior School Physical Education studies and for lifelong health awareness.

Aims

The aims of the teaching and study of physical education are to encourage and enable the student to develop:

- + an appreciation and understanding of the value of physical education and its relationship to a healthy, balanced lifestyle
- + an interest in the promotion of health and wellness
- + sufficient theoretical understanding to be able to plan for safe and efficient fitness development within their chosen sport
- + the motivation to participate fully in all aspects of physical education
- + their optimal level of physical fitness
- + effective communication strategies, verbal, non-verbal and written
- + the inter-personal skills and understandings necessary to participate successfully in a variety of physical activities – for example: learning, practising, refining, adapting, thinking, interacting
- + the ability to reflect critically on all aspects of physical education, including being a critical performer
- + an understanding of international perspectives on physical activity, sport and health education
- +

Year 10

The compulsory Semester of Year 10 Physical Education focuses on developing students' health and wellbeing through both practical and academic education. Practical involvements target activity commonly undertaken in adult life as recreational/social pursuits, while the academic development centres on growing student knowledge for healthy lifestyle and wellness in adulthood. Self defence is also included in the compulsory Semester of PE

Flexibility of choice will be offered within the program in 2024, with two specialised elective Semesters on offer. The first being Specialised Physical Education and the second Health and Nutrition. Specialised Physical Education will focus on preparing students for Stage 1 and 2 Physical Education. Health and Nutrition explores lifestyle activities and the positive effects on mental, emotional and physical wellbeing. It also explores concepts covered in Stage 1 and 2 Nutrition.

Assessment Tasks in Physical Education

Assessment tasks in practical topics will include written responses and reflections, audio-visual presentations, peer instruction, collaborative group work and meeting procedural requirements relevant to lessons/homework. Achievement will be against a rubric in each of the four criteria within the IB MYP Physical Education framework



ASSESSMENT CRITERIA

The following criteria are used in assessment. Note that not all assessment criteria are necessarily addressed in every task or assessment period.

LEARNING AREA COORDINATORS

Director of Learning & Wellbeing	TBC
Middle School Learning Leader	Mrs Emily Borowicki
Inclusive Learning Coordinator	Ms Danielle Nak
VET Coordinator	Mr Robert Gogel
Christian Studies	Ms Emily Byrne
English (MYP Language and Literature)	Mr Christopher Finch
Humanities	Ms Scarlett Lucero
Language Acquisition	Mrs Gabriele Lettice
Mathematics	Mr Anthony McCusker
Physical Education	Mr Sam White
Science	Dr Catherine O'Halloran
Art	Ms Jane Robson
Drama	Mr Aldo Longobardi
Music	Ms Lee Pf tzner
Design, Technology & Engineering	Mr Shane Beitz
Food Design	Ms Hannah Rosie
Media	Ms Chrissie File
Digital Technologies	Mr Matthew Smart



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